DOCUMENT RESUME

ED 168 778 RC 011 257

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TITLE A Study of Small Rural High Schools of Less Than 200 Students: Perceptions of Teachers and Administrators.
PUB DATE Apr 79
NOTE 77p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Some pages marginally legible

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Administrator Background; Administrator Education; Evaluation; *High Schools; Inservice Teacher Education; Preservice Education; Rural Education; Rural Environment; *Rural Schools; *Small Schools; *Student Problems; *Teacher Attitudes; Teacher Background; Teacher Education
IDENTIFIERS *United States (West)

ABSTRACT

Staffs of 32 small Western rural high schools with fewer than 200 students were the focus of a study designed to: generate attitudinal "profiles" of teachers and principals about rural teaching, teachers, and students; compare profiles of teachers with those of principals to determine possible sources of conflict; learn schools' strengths and weaknesses; indicate some directions to help alleviate rural education problems; and seek teacher opinion regarding preservice and inservice programs, teacher satisfaction and adjustment, and school problems. Rural teachers surveyed tended to have rural backgrounds, had taught an average of 6 to 10 years, and were basically content to remain in their current schools. Their initial adjustment difficulties resulted from inadequate rural facilities. Teachers felt rural schools offered more individual attention, better discipline, and closer teacher-student relationships, but weaker curricula and school-community relations. Teachers and principals agreed as to the seriousness of some student problems (alcoholism, and lack of parental support, educational goals, and motivation), but differed as to the seriousness of student vandalism and drug use. Such polarization contributed to poor morale and lessened effectiveness on occasion. It was also concluded that preservice programs needed some changes, including greater emphasis on rural experiences, and that inservice programs were inadequate. (SB)

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A Study Of Small Rural High Schools of Less Than 200 Students: Perceptions Of Teachers and Administrators

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Paper presented at the 1979 Annual Meeting of the American Educational Research Association, San Francisco, April 8-12.

Brigham Young University

April, 1979

RC 011252

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INTRODUCTION

It is not uncommon to hear the United States referred to by some sociologists, policy makers, educators and other involved groups as the two Americas. This reference primarily rises from federal census definitions and the obvious visual observation that some people live in large cities and communities and others live on farms or in small towns and villages. Because the majority of people live in or within the shadow of large urban centers, federal and state responsibilities have been focused primarily on alleviating and solving problems in these big population settings. These efforts have obscured the needs of the people who live in rural areas.

The Census Bureau defines urban as all places having a population 2,500 or more. While this definition alone is not suitable for classifying all areas into metropolitan and non-metropolitan categories, it is possible to make some estimates of population size. Two categories exist for identifying where people live. It may well be pointed out that America is one of the major urban societies in the world; that the major portion of the population live in metropolitan areas; that urbanization and its social problems need a considerable amount

of attention and assistance in order to strengthen the society. However, this point of view identifies only a portion of the United States. Those areas not classified as metropolitan are commonly referred to as being rural.

Rural America has a uniqueness that cannot be found in its urban counterpart. Besides including approximately one-third of the country's population, diversity can best be ascribed to rural life. Sher reports that there are often substantial differences among rural communities. Their differences may be the economic base, social economic characteristics, political traditions, community values, and so forth. More so than in most urban places in rural America, tradition tends to be highly valued and one's particular racial, ethnical, occupational or regional heritage is both prized and carefully cultivated, (Sher, 1978).

Many people like living in rural areas. Despite the disadvantages of isolation and the difficulty of purchasing commodities and goods at large business centers because of distance, the benefits of small town and country living are persuasive. Farming, fishing, other out door activities and sports, relaxed living, smogless days, and quiet nights are attractive and often worth more than economic and social benefits offered in the cities. City dwellers are also becoming aware of the

advantages of non-metropolitan living. A significant urban-to-rural migration of people is observed taking place. A major factor underlying the migration into rural areas exceeds two million people largely migrating from metro areas (Economic Development Division, 1978: p. 6).

Of course, not all is bright and positive in rural America. Poverty has been a paramount concern in many rural regions. A higher percentage of Americans living in non-metropolitan areas are poorer than those living in metropolitan areas. In rural counties, 17.5% of the people are poor, compared with 10.6% in urban areas. For those rural residents actually related to agriculture, the percentage of poor rises to 20.2%, (Cronemeyer, 1971).

In non-metropolitan areas access to adequate housing, health services, transportation, and other important and critical resources will often be severely constrained.

Rural education is also diverse. In 1975, there were more than 15 million children (ages 5 through 17) enrolled in non-metropolitan schools (including 13.6 million white children and 1.8 million black or other minority group children), (Bureau of the Census, Statistical Abstract, 1976).

School in non-metropolitan areas have the challenging task of attempting to educate a broad variety of individuals ranging from the large groups of white Anglo Saxon, to native Americans in the West, Spanish American migrant families in the Southwest, poor whites in the Appalachians, and the rural blacks in the South, (Muse, 1977: p. 11).

In 1972, there were 16,514 operating school districts in the United States. Of this number, 7,103 districts had fewer than 600 students in their attendance boundaries. Another 4,285 school districts reported between 600 to 1,799 students of school age. These small districts represent nearly 70% of all districts. Even small ones can vary in diversity. Sher (1978) states:

> Rural education encompasses everything from a one-room school house in an Appalachian hollow to a western school district responsible for education within a region of several hundred square miles. It includes both units having lots of students but very little money, and units with lots of money but very few students. The fastest growing school districts in the nation are in rural areas but so are the ones experiencing the most rapidly declining enrollments, (p.11).

Many rural schools are newly constructed, well equipped, and offer well balanced educational programs. On the other hand, it is not difficult to locate rural schools that are vastly inadequate and not capable of providing the education needed by its young constituents.

Rural schools have historically shared several common problems. These problems become more intense to those school districts located in the more isolated and less densely populated parts of the country.

Educational attainment of the rural child has been a major problem of small school districts. Schrieber (1965) stated:

> Rural youth receive an average of one year less education than do their urban counterparts. Fural America has more functional illiterates, fewer educational resources, fewer vocational and technical schools, poorer school buildings, and lower paid teachers, (p. 131).

A 1974 Census Bureau survey found that more than two million rural adults had had less than five years of school classifying them as functionally illiterate, (U.S. Bureau of the Census, 1974). Clarenbach, (1977), further states that poverty, illiteracy, malnutrition, under-employment, infant mortality, economic exploration, migration, and lack of opportunity are all appreciably more prevalent in rural than urban areas.

The preparation of teachers for service in rural schools is vital. All too often teacher training and inservice training is geared to urban situations and is superimposed with whatever misfitting occurs onto the rural scene with the result of teachers not being adequately prepared to function successfully in a rural school and community setting.

The Northwest Regional Education Laboratory (1973) listed five primary problems associated with small schools: 1) poor quality of instruction; 2) difficulty in hiring or retraining "good teachers;" 3) limited course offerings; 4) limited equipment; and 5) inadequate career counseling.

If students in small schools are to realize their full potentials, the quality and quantity of their education must be greatly improved. Perhaps the most knowledgeable source to go to for information about the problems of teachers, the needs of students, and how well the schools are accomplishing their tasks is the small school educator. Too often however, these school personnel are not asked to provide information that would help others to better understand their particular school situation.

The purpose of the study was to:

1. Generate attitudinal "profiles" of teachers and principals about rural teaching, teachers, and students.

2. Compare the attitude profiles of the teachers with those of the principals to determine possible sources of conflict.

3. Establish a bank of data about rural schools from which meaningful information may be retrieved.

4. Specifically gain information from small

secondary schools of under 200 students to determine possible strengths and weaknesses.

5. Indicate some directions which may help to alleviate rural education problems.

Answers to these questions were sought by the researchers:

1. Do teachers in small rural schools feel that they were adequately prepared by their preservice teacher training program to teach rural areas?

2. What changes in preservice teacher training programs do teachers feel need to be made?

3. Are teachers teaching what they are trained to teach?

4. Is there a relationship between a teacher's personal background, where they attended high school and college, and did their student teaching and their future professional desires?

5. Are teachers in small rural schools content with their position?

6. Is there a high turnover rate for teachers in rural areas?

7. What adjustments were most challenging for teachers in teaching a rural area?

8. What are the most common problems of rural youth facing teachers in small rural schools?

9. What are the greatest strengths and weaknesses of small rural schools as perceived by rural teachers?

10. Do teachers and administrators view problems in rural schools differently?

11. Is the inservice program offered in rural schools meeting the needs of rural teachers?

METHODOLOGY

The Sample

The sample used for this study came from five Western states with sizable rural populations and relatively low rankings in terms of total population. The rank order of the five states as well as rural population characteristics are presented as follows:

State	Total Popu.	Rank of States	Rural Popu.	Rank of States	Rural
Colorado	2,207,259	30	473,948	35	21.5
Idaho	712,567	42	327,133	39	45.9
Nevada	488,738	47	93,402	50	19.1
Utah	1,059,273	36	207,801	44	19.6
Wyoming	332,416	49	131,305	47	39.5

These figures are representative of state populations during the year 1972 (adapted from the U.S. Bureau of the Census, 1972).

Two populations were defined for study in the rural schools. These were full-time administrators in each secondary high school, and full-time teachers in each secondary high school. The sample of teachers and administrators came from ten randomly selected small schools in each of the five western states chosen for the study. The very small high school is seldom studied as a separate entity from the range of schools that may be found in rural areas. It would not be uncommon to find rural

schools that draw students from a sizable area to enroll between 500 and 1,000 students. For the purpose of this study, schools used for the study were selected on the basis of student populations of two hundred or fewer pupils in grades nine through twelve, or three hundred or fewer pupils in grades seven through twelve.

Procedures

The data for this study were collected during the second semester of the 1977-1978 school year. A questionnaire was sent to fifty randomly selected small secondary schools in five western states. The school districts were identified by consulting state public school directories. Of the fifty schools contacted and sent follow up letters thirty-two schools responded. The questionnaires returned came from thirty-two principals and two hundred and seventeen teachers. At least five schools responded from each state. The maximum number of school replies from one state was eight. Obviously the results may only be used as a means of predicting attitudes in the target states. It was felt that the methods of school selection and the responses received provided a level of precision and relativity adequate for the type of research conducted.

The questionnaire used for collection of data from participants was developed by the researchers. A small high school near the university was selected for field testing of the instrument. The questionnaire items were evaluated for usability on the basis of the participants ability to understand the item and to provide meaningful response. Necessary revisions were made on the basis of suggestions from teachers and administrators involved in the field test and from university personnel involved in rural education.

The computer services at Brigham Young University were used to perform the statistical computations. The S.A.S. computer program for social sciences was used in the analysis of demographic information on the participants. The S.P.S.S. was used for cross tabulations of the questionnaire items and the analysis of variance measure was used on the teacher's and administrator's replies. (See Appendix A for sample letter to schools and Appendix B for teacher and administration questionnaires.)

FINDINGS

Profile of the Rural Teacher

In the secondary schools surveyed, there was a ratio of three male to two female teachers or a percentage of 58 percent male teachers and 42 percent female teachers. The majority of rural teachers are married, at 74.19 percent, with a median age of between thirty-one and forty years. The largest group of teachers fell into the twenty to thirty years age grouping. Only 10.14 percent of the teachers were over fifty-one years of age; 56.22 percent of the teachers either grew up on farms, in the country, or in a community of less than 2,500 population; 61.29 percent of the teachers attended high schools with a student population of 599 students of less. Of the 217 teachers, 127 or 58.53 percent attended colleges or universities located in communities with a population of 25,000 or less, and 67 or 30.88 percent attended colleges in communities with a population of 25,000 to 100,000. Almost twenty-six percent of the teachers (25.8) student taught in schools with 199 or less pupils and 29.95 percent taught in schools with 200 to 599 pupils. Teachers have taught a median of six to ten years with 21.20 percent having taught one to two years, 22.58 percent having taught three to five

years; 23.96 percent having taught six to ten years, 10.14 percent having taught sixteen to twenty years, and 8.70 percent having taught more than twenty-one years. The teacher has spent and average of three to five years in the school where they are currently teaching with 27.19 having taught in the school they are not teaching in for one year, 9.22 percent for two years, 21.20 percent for three to five years, 21.66 percent for six to ten years, and 20.74 percent have taught in their current school for eleven or more years. The teachers' future professional desires are to continue teaching in schools in which they are now teaching with 63.13 percent of the teachers falling in this category. Seven percent of the teachers wish to continue teaching in a rural area but in a different district, while 7.37 wish to continue teaching but in an urban area. Slightly over 2 percent (2.30) wish to become a principal or superintendent in a rural area, 9.68 percent wish to teach at a college or university, and 10.13 percent did not answer the question.

Of the single teachers, the younger single women tended to be more inclined to want to move to urban areas where there were more cultural and educational opportunities and increased possiblities for social life. The single males liked rural areas and wanted to stay in the rural areas. The males tended to stay

in an area longer than did females unless the women were married to someone whose employment was in the area. The teachers who wanted to move to urban areas tended to do so for increased availability of cultural and educational opportunities; however, the majority of teachers wanted to stay in rural areas and did not want to teach in suburban or urban situations. (See Table 1.)

Profile of the Rural Administrator

The rural secondary school administrator may be described as male, between the ages of thirty-one and forty, and married. In regards to age, 6.25 percent of the administrators were between the ages of twenty to thirty, 40.63 percent were between thirty-one and forty years, 37.50 percent were between forty-one and fifty years old, and 15.63 percent were between fifty-one and sixty years. Ninety-six point eighty-eight percent of the administrators were male, and only 3.12 percent were female. Twenty-eight, or 87.50 percent, of the administrators were married, while three, or 9.38 percent, were divorced, and one or 3.25 percent was widowed. The majority of rural administrators spent their childhood either on a farm or in small communities with 37.50 percent having lived on a farm, 3.25 percent lived in the country but not on a farm, 28.13 percent lived in a community of less than 2,500 population, 12.50 percent

Table 1

Profile of a Rural Secondary School Teacher

	Frequency	Percent
Age		
20-30 years	91	41.9
31-40 years	67	30.8
41-50 years	37	17.0
51-60 years	19	8.7
61 and over years	3	1.3
Totals	217	100.0
Sex		
Female	91	41.9
Male	126	58.0
Totals	217	100.0
Marital Status		
Never Married	37	17.0
Married	161	74.1
Separated	1	0.4
Divorced	13	5.9
Widowed	4	1.8
No Answer	1	0.4
Totals	217	100.0
Places Where Spent Most of Childhood		
In open country but not on a farm	16	7.3
On a farm	53	24.4
In a community of less than 2,500	53	24.4
In a community of 2,500 to 25,000	42	19.3
In a city of 25,000 to 100,000	29	13.3
In a city of over 100,000	22	10.1
No answer	2	0.9
Totals	217	100.0
Size of High School Attended		
0-199 pupils	78	35.9
200-599 pupils	55	25.3
600-1,399 pupils	44	20.2
1,400 or more pupils	38	17.5
No answer	2	0.9
Totals	217	100.0

Table 1 (continued)

	Frequency	Percent
Location of College Where Trained		
In a community of 2,500 to 25,000	127	58.5
In a community of 25,000 to 100,000	67	30.8
In a city of 100,000 to 500,000	17	7.8
In a city of over 500,000	4	1.8
No answer	2	0.9
Totals	217	100.0
Type of School Where Teachers Did Their Student Teaching		
Junior High	33	15.2
Combined Junior-Senior High	71	32.7
High School	63	29.0
No Answer	50	23.0
Totals	217	100.0
Size of School Where Student Taught		
0-199 Pupils	56	25.8
200-599 Pupils	65	29.9
600-1,399 Pupils	67	30.8
1,400 and Over Pupils	8	3.6
No Answer	21	9.6
Totals	217	100.0
Years Taught		
1-2 Years	46	21.1
3-5 Years	49	22.5
6-10 Years	52	23.9
11-15 Years	29	13.3
16-20 Years	22	10.1
21 or More Years	19	8.7
Totals	217	100.0
Years Taught in School Now Teaching In		
1	59	27.1
2	20	9.2
3-5	46	21.1
6-10	47	21.6
11 or More	45	20.7
Totals	217	100.0

an administrative position in a surburban or urban area, 6.25 percent would seek employment in other occupations. (See Table 2.)

Answers to Research Questions

1. Do teachers in small rural schools feel that they were adequately prepared in their preservice teacher training program to teach in rural areas?

The teachers on the whole felt that their preservice training was adequate with 14.29 percent who felt that their preservice training was excellent, 33.64 percent who felt that their training was good, and 28.11 percent felt that their training was fair, and 17.51 percent felt their training was either poor or inadequate, and 6.45 percent of the teachers did not respond to this question. (See Table 3.)

2. What changes in preservice teacher training programs do teachers feel need to be made?

Although 76.04 percent of the teachers felt that their teacher training programs adequately prepared them for teaching in rural areas, 63 percent of all teachers who responded to the questionnaire felt that some changes were needed in preservice programs. The changes suggested fell into two general areas: (1) those relating to college courses and (2) those relating to off-campus public school experiences. The teachers felt that teacher training programs should include courses on:

Table 2

Profile of a Rural Secondary School Principal

	Frequency	Percent
Age		
20-30 Years	2	6.2
31-40 Years	13	40.6
41-50 Years	12	37.5
51-60 Years	5	15.6
61 and Over	0	0.0
Marital Status		
Never Married	0	0.0
Married	28	87.5
Separated	0	0.0
Divorced	3	9.3
Widowed	1	1.1
Sex		
Male	30	96.8
Female	1	3.1
Where Spent Childhood		
Open country but not on a farm	1	3.2
On a farm	12	37.5
In a community of less than 2,500	9	28.1
In a community of 2,500 to 25,000	4	12.5
In a city of 25,000 to 100,000	4	12.5
In a large city over 100,000	2	6.2

	Yes		No	
Education	**Freq**	**Percent**	**Freq**	**Percent**
Bachelors Degree	32	100.00	0	0.0
Masters Degree	32	100.00	0	0.0
Doctorate or working on	29	90.63	2	9.3
Years Taught School				
3-5 Years		3		9.3
6-10 Years		6		18.7
11-15 Years		12		37.5
16-20 Years		2		6.2
21 or More Years		9		28.1
No Answer		0		0.0

Table 2 (continued)

	Frequency	Percent
Years Taught in District		
3-5 Years	2	6.2
6-10 Years	4	12.5
11-15 Years	6	18.7
16-20 Years	3	9.3
21 or More Years	0	0.0
No Answer	15	46.8
Administrative Experience (Years Administrator in District)		
1-2 Years	12	37.5
3-5 Years	9	28.1
6-10 Years	5	15.6
11-15 Years	2	6.2
16-20 Years	0	0.0
21 or More Years	0	0.0
No Answer	0	0.0
Future Educational Desires		
Remain where I am	16	50.0
Receive a school superintendency in rural area	7	21.8
Take an administrative position in suburban or urban area	4	12.5
Seek employment in another occupation	2	6.2
Other	2	6.2
No Answer	1	3.1

Table 3

Teachers' Evaluation of Preservice Preparation for Teachers in Rural Schools

	Frequency	Percent
Excellent	31	14.2
Good	73	33.6
Fair	63	28.1
Poor	22	10.1
Inadequate	22	7.3
No Answer	14	6.4
Total	217	100.0

(1) small town sociology specifically in relation to mores, values, social structures, politics and government; (2) how to work with and adapt curriculum to individual, cultural and economic differences; (3) more on classroom discipline and management; (4) school records and bookkeeping; (5) how to budget for and purchase supplies and equipment; (6) how to use audio visual equipment; and (7) a basic course on public relations to enable teachers to work effectively with administrators, parents and the overall community.

The teachers suggested that the teacher training program should include: (1) earlier and more "in-classroom experiences" in the public schools, (2) field trips to rural areas, (3) student teaching assignments in rural areas, (4) a one-year internship program, and (5) a broader curriculum base where the student has three minors rather than a major and a minor.

3. Are teachers teaching what they were trained to teach?

To determine if teachers were teaching in their areas of certification, the researcher looked at the class schedules submitted by the teacher and the subjects that the teacher was certified to teach and determined whether they were teaching only in areas of certification or if they were teaching in other areas. The majority, or 70.05 percent, of rural teachers are teaching only in

areas of certification while 13.82 percent are teaching one class out of their area of certification, 5.99 percent are teaching two to three classes, and 2.30 percent are teaching four or more classes other than in their area of certification. (See Table 4.)

4. Is there a relationship between teachers' personal background, where they attended high school and college and did their student teaching and their future professional goals?

As shown by Table 5, there appears to be a relationship between teachers' personal background, where they attended high school and college, and their educational desires.

In comparing where teachers spent their childhood and whether they wished to remain in a rural position or move to an urban position, it was found that (1) of the teachers who grew up in a rural environment, 95.7 percent wished to remain in a rural position while 4.3 percent wished to move to an urban position, (2) of the teachers spending their childhood in a small city environment, 84.8 percent wished to remain in a rural position and 15.2 percent wanted to move to an urban position, and (3) of the teachers who spent their childhood in an urban environment, 82.5 percent wished to remain in a rural position and 17.5 percent would like to move to an urban position.

Table 4

Instructional Assignments of Teachers in Relation to Their Areas of Preparation

	Frequency	Percent
Teaching only in areas of certification	152	70.0
Teaching one other class other than area of certification	30	13.8
Teaching 2-3 classes in areas other than area of certification	13	5.9
Teaching 4 or more classes in areas other than area of certification	5	2.3
No answer	17	7.8
Total	217	100.0

Table 5

Personal Background of Teachers and Its Relationship to Goals

	Want to remain in Rural Pos.		Wish to move to Urban Pos.		Total	
	No.	%	No.	%	No.	%
When spent childhood						
Rural	90	95.7	4	4.3	94	100
Small City	28	84.8	5	15.2	33	100
Urban	33	82.5	7	17.5	40	100
Where Teacher Attended High School						
Rural	102	93.6	7	6.4	109	100
Small City	27	90.0	3	10.0	30	100
Urban	24	80.0	6	20.0	30	100
Where Teacher Attended College						
Rural	138	90.8	14	9.2	152	100
Small City	12	85.7	2	14.3	14	100
Urban	3	100.0	0	0.0	3	100

It was found when comparing where teachers attended high school, that of those who attended a small rural high school, 93.6 percent wished to remain in a rural position and 6.4 percent wished to move to an urban position; of the teachers attending high school in a small city, 90.0 percent wished to remain in a rural position with 10.0 percent wanting to move to an urban situation, and of those who attended an urban high school, 80 percent wished to remain in a rural position and 20 percent wished to move to an urban situation.

Of the teachers who attended colleges located in rural areas, 90.8 percent wanted to remain in rural positions while 9.2 percent wished to move to an urban situation, and 85.7 percent of those who attended college in small cities wished to remain in rural positions and 14.3 percent move to an urban position. There was such a small number which attended university or college in an urban area with a population of over 100,000 population that a valid conclusion could not be drawn as there were not responses in both areas. (See Table 6.)

The majority of teachers, or 58.33 percent, attended college in a community of 2,500 to 25,000 population, student taught in a combined junior-senior high school with a student population of 599 pupils or fewer. Sufficient data were not collected on the location of schools where teachers student taught to

Table 6

College Attendance and Student Teacher Assignments of Rural Secondary Teachers

	Frequency	Percent
Size of Community Where Teachers Attended College		
In a community of 2,500 to 25,000 population	127	58.5
In a community of 25,000 to 100,000 population	67	30.8
In a city of 100,000 to 500,000 population	17	7.8
In a city of over 500,000 population	4	1.8
No answer	2	0.9
Total	217	100.0
Type of School Where Teachers Did Their Student Teaching		
Junior High	33	15.2
Combined Junior-Senior High	71	32.7
High School	63	29.0
No Answer	50	23.0
Total	217	100.0
Size of School Where Teachers Student Taught		
0-199 Pupils	56	25.8
200-599 Pupils	65	29.9
600-1,399 Pupils	67	30.8
1,400 and Over Pupils	8	3.6
No Answer	21	9.6
Total	217	100.0

determine relationships to teachers' future professional desires. The data collected did raise the question as to the effect that attending a college in a more or less urban environment had on the teachers' choice of where to teach and their future professional desires: would the results have been similar had the teachers attended a university in an urban area?

5. Are teachers in small rural secondary schools content with their position?

The questions used to determine the answer to this question were: (1) if you had an opportunity to go to an urban position, would you take it? (2) what the teacher's future professional desires were. From the findings it appears that rural teachers are, on the whole, content with their position. In regards to whether a teacher would take an urban position if it were offered, 64.98 percent of the teachers said they would not accept an urban position, 25.81 percent said that they would accept an urban position, and 9.21 percent did not answer the question.

In regards to teachers' future professional desires, 72.90 percent wished to remain in rural areas with 63.13 percent desiring to remain teaching in school currently teaching in, 7.37 percent wished to remain in a rural area but move to a different school, 2.30 percent wished to become a principal or superintendent in a rural

area. Seven point three percent of the teachers wished to move to an urban position while 9.68 percent wanted to eventually teach at the college or university level and 10.14 percent did not answer the question. (See Table 7.)

6. Is there a high turnover of teachers in small rural secondary schools?

The answer to this question was determined by the responses of teachers to questions in relation to number of years taught in the school where now teaching (Table 1). Sixty-three and four tenths percent of the teachers had taught in the school for three or more years with only 27.1 percent indicating that they had taught only one year in the school currently teaching in. This is consistent with the percentages of teachers' responses as to whether they would accept an urban position or not and their future professional desires.

7. What adjustments were the most challenging for teachers in teaching in rural areas?

Teachers were asked to rate on a scale ranging from no adjustment to major adjustment the challenges facing teachers adjusting to teaching in a small rural area. According to the results of the questionnaire, the areas offering the greatest challenge to teachers in adjusting to teaching in rural areas were inadequate shopping facilities where 28.57 percent of the responses fell in considerable adjustment required category and

Table 7

Future Professional Desires of Teachers

	Frequency	Percent
If you had an opportunity to receive a teaching position in an urban situation, would you take it?		
Yes	56	25.8
No	141	64.9
No Answer	20	9.2
Total	217	100.0
Teachers' future educational desires are:		
Continue teaching in this school	137	63.1
Continue teaching in a rural school but in a different area	16	7.3
Continue teaching, but in an urban area	16	7.3
Become a principal or superintendent in a rural district	5	2.3
Become a principal or superintendent in an urban district	0	0.0
Teach at a college or university	21	9.6
No answer	22	10.1
Total	217	100.0

21.66 percent felt that it was a major adjustment. In the area of housing 18.43 percent felt that considerable adjustment was needed and 13.36 percent felt a major adjustment was faced. In the area of limited availability of cultural and educational opportunities, 21.66 percent of the teachers felt that it required considerable adjustment while 23.50 percent felt that a major adjustment was needed. (See Table 8.)

8. What were the most serious problems facing rural youth as perceived by teachers in small rural schools?

The most serious problems facing rural students today as perceived by teachers were: (1) alcoholism where 28.1 percent of the teachers felt that it was a considerable problem and 19.8 percent of the teachers felt that it was a serious problem, (2) lack of motivation where 32.3 percent of the teachers felt that it was a considerable problem and 26.7 percent indicated that it was a serious problem, (3) lack of parental support where 25.3 percent of the teachers indicated it was a considerable problem and 18.4 percent felt that it was a serious problem, and (4) lack of educational goals and direction with 23.5 percent of the teachers feeling that it was a considerable problem and 15.7 percent of the teachers who felt that it was a serious problem. (See Table 9.)

9. What are the greatest strengths and weaknesses of small rural schools as perceived by rural teachers and administrators?

Table 8

Adjustment of Individual Teachers to Small Rural Schools as Perceived by Rural Teachers

	No Adjustment		Little Adjustment		Some Adjustment		Considerable Adjustment		Major Adjustment		No Answer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Adjustment to school policies	56	25.8	62	28.5	59	27.1	17	7.8	10	4.6	13	5.9
Problems of classroom discipline	68	31.3	67	30.8	44	20.2	23	10.5	5	2.3	10	4.6
Social acceptance	93	42.8	45	20.7	36	16.5	21	9.6	11	5.0	11	5.0
Acceptance into community affairs	81	37.3	50	23.0	48	22.1	17	7.8	9	4.1	12	5.5
Adjustments to the cost of living	60	27.6	56	25.8	47	21.6	29	13.3	17	7.8	8	3.0
Inadequate shopping facilities	23	10.5	25	11.5	52	23.9	62	28.5	47	21.6	8	3.6
Inadequate housing	44	20.2	38	17.5	58	26.7	40	18.4	29	13.3	8	3.6
Limited cultural and educational opportunities	20	9.2	36	16.5	56	25.8	47	21.6	51	23.5	7	3.2

Table 9

Rural Teachers' and Principals' Perception of the Seriousness of Problems Influencing Rural Youth

		No Problem		Small Problem		Some Problem		Considerable Problem		Serious Problem		No Answer	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Vandalism	T	22	10.1	80	36.5	67	30.9	28	12.9	12	5.5	8	3.7
	P	7	21.9	16	50.0	6	18.8	1	3.1	1	3.1	1	3.1
Drugs	T	18	8.3	59	27.2	86	39.6	31	18.3	16	7.6	7	3.0
	P	4	12.5	17	53.1	9	28.1	1	3.1	--	---	1	3.1
Alcoholism	T	8	3.7	31	14.3	67	30.9	61	28.1	43	19.8	7	3.2
	P	1	3.1	12	37.5	10	31.3	5	15.6	4	12.5	--	---
Lack of Motivation	T	3	1.4	16	7.4	60	27.7	72	33.2	58	26.7	8	3.7
	P	--	---	2	6.3	15	46.9	8	25.0	6	18.6	1	3.1
Lack of Parental Support	T	4	1.8	36	16.6	68	31.3	55	25.3	40	18.4	14	6.5
	P	2	6.3	5	15.6	12	37.5	8	25.0	4	12.5	1	3.1
Lack of Educational Goals and Directions	T	1	3.2	48	22.1	69	31.8	51	23.5	34	15.7	8	3.7
	P	--	---	4	12.5	16	50.0	10	31.3	2	6.2	--	---
In Group/ Out Group Conflicts	T	50	23.0	86	39.6	50	23.0	18	8.3	5	2.3	8	3.7
	P	16	50.0	12	37.5	3	6.3	--	---	1	3.1	1	3.1
Sex Related Problems	T	39	17.9	70	32.3	67	30.9	19	8.8	15	6.9	7	3.2
	P	8	25.0	16	50.0	6	8.8	1	3.1	--	--	1	3.1
Cheating	T	5	2.3	71	32.7	81	37.3	37	17.1	18	8.3	5	2.3
	P	1	3.1	15	46.9	12	37.5	2	6.3	--	---	2	6.3

The areas perceived as the greatest strengths were (1) more individual attention for students, (2) better school discipline, (3) closer teacher-student relationships, (4) reduced crime in the community, (5) the quality of teachers, and (6) outdoor activities. The greatest weaknesses of rural schools were considered to be in the areas of (1) school curriculum and (2) in school-community relationships. (See Tables 10 and 11.)

10. Do teachers and administrators view problems in rural schools differently?

The responses of the teachers and administrators were compiled and percentages recorded. An analysis of variance was used to test whether or not there were differences. The analysis of variance was set up with the supposition that there were no differences in how teachers and administrators viewed problems in rural schools. The four groups of questions used to determine whether or not there were differences between teachers and administrators were: (1) the seriousness of concerns influencing young people in rural areas as identified by rural teachers and administrators, (2) emphasis placed on extra-curricular activities, (3) the strengths and weaknesses of small rural schools, and (4) issues involving teachers and administrators of small rural schools as perceived by teachers and administrators. The significant level of the probability of the F-ratio occurring

Table 10

Strengths and Weaknesses of Small Rural Schools as Perceived by Teachers and Principals

Greatest Strengths	O.S.	C.S.
More individual attention for students:		
Teachers	28.1%	40.6%
Principals	50.0%	31.2%
Closer teacher-student relationships:		
Teachers	21.7%	41.0%
Principals	37.5%	56.9%
Quality of teachers:		
Teachers	11.1%	40.1%
Principals	12.5%	43.8%
Better school discipline:		
Teachers	12.0%	29.5%
Principals	28.1%	46.9%
Reduced crime in community:		
Teachers	13.4%	30.0%
Principals	28.1%	43.8%
Outdoor activities:		
Teachers	23.0%	31.3%
Principals	25.0%	28.1%
Greatest Weakness	**S.W.**	**C.W.**
School curriculum:		
Teachers	31.3%	9.7%
Principals	25.0%	3.1%
School-community relationships:		
Teachers	21.7%	11.1%
Principals	6.2%	3.1%

O.S. = Outstanding Strength
C.S. = Considerable Strength
S.W. = Some Weakness
C.W. = Considerable Weakness

Table 11

Strengths and Weaknesses of Small Rural Schools as Perceived by Teachers and Principals

		No Problem		Small Problem		Some Problem		Considerable Problem		Serious Problem		No Answer	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Curriculum of the School	T	8	3.7	56	25.8	55	25.3	68	31.3	21	9.7	9	4.1
	P	1	3.1	9	28.1	12	37.5	8	25.0	1	3.1	0	3.1
Extracurricular Program	T	32	14.7	73	33.6	59	27.2	37	17.1	7	3.2	9	4.1
	P	9	28.1	8	25.1	11	34.4	2	6.3	1	3.1	--	---
More Individual Attention for Students	T	61	28.1	88	40.6	43	19.8	14	6.5	2	0.9	9	4.1
	P	16	50.0	10	31.2	6	18.8	--	---	--	---	--	---
Better School Discipline	T	26	12.0	64	29.5	65	30.0	33	15.2	21	9.7	8	3.7
	P	9	28.1	15	56.9	7	21.9	1	3.1	--	---	--	---
Conservative Nature of School	T	17	7.8	60	27.7	75	34.6	37	17.1	6	2.8	22	10.0
	P	4	12.5	18	56.3	7	21.9	2	6.2	--	---	1	3.1
School-Community Relationships	T	22	10.1	59	27.2	54	24.9	47	21.7	24	11.1	12	5.1
	P	6	18.8	16	50.0	7	21.9	2	6.2	1	3.1	--	---
Closer Teacher/ Student Relationship	T	47	21.7	89	41.0	58	26.7	10	4.6	2	0.09	11	5.1
	P	12	37.5	51	41.9	5	15.6	--	---	--	---	--	---
Reduced Crime in Community	T	29	13.4	65	30.0	78	36.4	22	10.1	7	3.2	15	6.0
	P	9	28.1	14	43.8	7	21.9	1	3.1	1	3.1	--	---
Quality of Teachers	T	24	11.1	87	40.1	60	27.1	34	15.6	3	1.3	9	4.1
	P	4	12.5	14	43.8	11	34.4	3	9.3	--	---	--	---
More Relaxed Atmosphere in Community	T	24	11.1	61	28.1	72	33.2	28	12.9	11	5.1	21	9.0
	P	6	18.8	15	46.9	5	15.6	4	12.9	2	6.3	--	---
Other Qualities	T	50	23.0	68	31.3	50	23.0	28	12.9	6	2.8	15	6.9
	P	8	25.0	9	28.1	7	21.9	4	12.5	3	9.3	1	3.1

given the fact that there were significant differences was arbitrarily established to be 0.050.

A comparison of teacher and principal responses to the category concerning the seriousness of problems influencing young people in rural schools resulted in an F-ratio of 10.8123 which was significant at the .0032 level indicating that there were significant differences. The teachers felt that the problems of rural youth were significantly more serious than did the administrators. The significant differences are indicated in Tables 12 and 13.

The next set of questions was concerned with the extra-curricular activities carried on in a school. The first question was asked regarding athletic extra-curricular activities and the second was regarding non-athletic extra-curricular activities. A comparison of teacher and principal responses indicated that the F-ratio for (1) athletic extra-curricular activities was 2.06929 with a significant level of .1638, and (2) non-athletic activities was 3.18832 with a significant level of .8598 which indicates that there is no significant difference in how teachers and principals viewed extra-curricular activities. (See Table 14.)

The F-ratio for comparison of teacher and principal responses in relation to perceived strengths and weaknesses of small rural schools was 26.5329 which

Table 12

Teachers' and Principals' Perceptions of Problems Influencing Rural Youth

		No Problem		Small Problem		Some Problem		Considerable Problem		Serious Problem		No Answer	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Vandalism	T	22	10.1	80	36.9	67	30.9	28	12.9	12	5.5	8	3.7
	P	7	21.9	16	50.0	6	18.8	1	3.1	1	3.1	1	3.1
Drugs	T	18	8.3	59	27.2	86	39.6	31	18.3	16	7.4	7	3.2
	P	4	12.5	17	53.1	9	28.1	1	3.1	--	---	1	3.1
Alcoholism	T	8	3.7	31	14.3	67	30.9	61	28.1	43	19.8	7	3.2
	P	1	3.1	12	37.5	10	31.3	5	15.6	4	12.5	--	---
Lack of Motivation	T	3	1.4	16	7.4	60	27.7	72	33.2	58	26.7	8	3.7
	P	--	---	2	6.3	15	46.9	8	25.0	6	18.8	1	3.1
Lack of Parental Support	T	4	1.8	36	16.6	68	31.3	55	25.3	40	18.4	14	6.5
	P	2	6.3	5	15.6	12	37.5	8	25.0	4	12.5	1	3.1
Lack of Educational Goals and Direction	T	7	3.2	48	22.1	69	31.8	51	23.5	34	15.7	8	3.7
	P	--	---	4	12.5	16	50.0	10	31.3	2	6.2	--	---
In Group/ Out Group Conflicts	T	50	23.0	86	39.6	50	23.0	18	8.3	5	2.3	8	3.7
	P	16	50.0	12	37.5	2	6.3	--	---	1	3.1	1	3.1
Sex Related Problems	T	39	17.9	70	32.3	67	30.9	19	8.8	15	6.9	7	3.2
	P	8	25.0	16	50.0	6	8.8	1	3.1	--	---	1	3.1
Cheating	T	5	2.3	71	32.7	81	37.3	37	17.1	18	8.3	5	2.3
	P	1	3.1	15	46.9	12	37.5	2	6.3	--	---	2	6.3

Table 13

Teacher and Principal Perceptions of Problem Areas in Which Rural Youth Are Involved

Problem	Estimated Mean		Standard Deviation		Sig.
	Teacher	Principal	Teacher	Principal	
Vandalism	2.5683	2.1538	0.81463E-01	0.17056	.0307
Drugs	2.6985	2.2115	0.55596E-01	0.11640	.0010
Alcoholism	3.2650	3.0385	0.84868E-01	0.17769	N.S.
Motivation	3.7717	3.6154	0.81576E-01	0.17079	N.S.
Parental Support	3.4222	3.2885	0.87512E-01	0.20416	N.S.
Lack of Education Goals & Direction	3.2332	3.3462	0.67765E-01	0.14188	N.S.
In-group/Outgroup Conflict	2.2812	1.6923	0.84068E-01	0.17601	.0082
Sex Related	2.4569	2.0385	0.83802E-01	0.17546	.0356
Cheating	2.9004	2.5769	0.60828E-01	0.12735	.0294

Table 14

Teacher and Principal Perceptions of Emphasis Placed on Extracurricular Activities as Perceived by Teachers and Principals

	Teacher		Principal	
	Freq	Percent	Freq	Percent
Athletic:				
Over	126	58.1	13	40.6
Average	81	37.3	17	53.1
Under	5	2.3	--	---
Not Answered	5	2.3	2	6.3
Total	217	100.0	32	100.0
Non-athletic:				
Over	11	5.1	1	3.1
Average	84	38.7	12	37.5
Under	119	54.8	19	59.4
Not Answered	3	1.4	--	---
Total	217	100.00	32	100.0

was significant at the .00005 level indicating that there was significant difference in their views. The teachers felt more strongly about the strengths and weaknesses of small rural schools. Tables 15 and 16 indicate where specific differences occurred.

In relation to the group of questions regarding how teachers and principals viewed issues involving teachers and administrators, the F-ratio was 8.42037 which was significant at the .0080 level. This indicated that there was a significant difference in teacher and principal responses. The teachers felt that the issues involving teacher and administrators were significantly more serious than did the administrators. The areas where there were the greatest differences were in consolidation of schools, teachers teaching in areas of non-preparation, teacher turnover, and unruly students as are indicated by Tables 17 and 18.

11. Is the inservice program offered in rural schools meeting the needs of rural teachers?

Inservice programs in rural schools are not meeting the perceived needs of rural teachers as indicated by the tables on the following pages. In Table 19 teachers rated the adequacy of inservice programs made available by school, school districts, state boards of education, universities and colleges, and professional organizations. Very few programs were

Table 15

Teacher and Principal Perceptions of Strengths and Weaknesses of Small Rural Schools

		No Problem		Small Problem		Some Problem		Considerable Problem		Serious Problem		No Answer	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
The Curriculum of the School	T	8	3.7	56	25.8	55	25.3	68	31.3	21	9.7	9	4.1
	P	1	3.1	9	38.1	12	37.5	8	25.0	1	3.1	1	3.1
Extracurricular Program	T	32	14.7	73	33.6	59	27.2	37	17.1	7	3.2	9	4.1
	P	9	28.1	9	28.1	11	34.4	2	6.3	1	3.1	--	---
More Individualized Attention for Students	T	61	28.1	88	40.6	43	19.8	14	6.5	2	0.9	9	4.1
	P	16	50.0	10	31.2	6	18.8	--	---	--	---	--	---
Better School Discipline	T	26	12.0	64	29.5	65	30.0	33	15.2	21	9.7	8	3.7
	P	9	28.1	15	46.9	7	21.9	1	3.1	--	---	--	---
Conservative Nature of School	T	7	7.8	60	27.7	75	34.6	37	17.1	6	2.8	22	10.1
	P	4	12.5	18	56.3	7	21.9	2	6.2	--	---	--	3.1
School-Community Relationships	T	22	10.1	59	27.2	54	24.9	47	21.7	24	11.1	11	5.1
	P	6	18.8	16	50.0	7	21.9	2	6.2	1	3.1	--	---
Closer Teacher/Student Relationships	T	47	21.7	89	41.0	58	26.7	10	4.6	2	0.09	11	5.1
	P	12	37.5	15	46.9	5	15.6	--	---	--	---	--	---
Reduced Crime in Community	T	29	13.4	65	30.0	79	36.4	22	10.1	7	3.2	15	6.9
	P	9	28.1	14	43.8	7	21.9	1	3.1	1	3.1	--	---
Quality of Teachers	T	24	11.1	87	40.1	60	27.1	34	15.6	3	1.3	9	4.1
	P	4	12.5	14	43.8	11	34.4	3	9.3	--	---	--	---
More Relaxed Atmosphere in Community	T	24	11.1	61	28.1	72	33.2	28	12.9	11	5.1	21	9.7
	P	6	18.8	15	46.9	5	15.6	4	12.9	2	6.3	--	---
Outdoor Activities	T	50	23.0	68	31.3	50	23.0	28	12.9	6	2.8	15	6.9
	P	8	25.0	9	28.1	7	21.9	4	12.5	3	9.3	1	3.1

Table 16

Comparisons of Teacher and Principal Perceptions of the Strengths and Weaknesses of Small Rural Schools

Problem	Estimated Mean		Standard Deviation		Sig.
	Teacher	Principal	Teacher	Principal	
The Curriculum	3.2467	2.9600	0.86628E-01	0.18171	N.S.
Extracurricular Program	2.5442	2.2200	0.82361E-01	0.17276	N.S.
More Individual Attention for Students	1.9545	1.5200	0.54956E-01	0.11528	.0066
Better School Discipline	2.7241	1.8200	0.64081E-01	0.13441	.0000
Conservative Nature of the School	2.6395	2.1000	0.79837E-01	0.16746	.0087
School/Community Relations	2.8575	2.0200	0.60006E-01	0.12587	.0000
Closer Relationship Between Teacher/Student	2.1069	1.6600	0.58476E-01	0.12266	.0056
Reduced Crime	2.5438	2.0000	0.79985E-01	0.16777	.0104
Quality of Teachers	2.5082	2.3200	0.69917E-01	0.14666	N.S.
More Relaxed Atmosphere	2.6027	2.2800	0.99622E-01	0.20897	N.S.
Outdoor Activities	2.3208	2.3600	0.12463	0.26141	N.S.

Table 17

A Comparison of Rural Teacher and Principal Perceptions of the Seriousness of Issues Involving Teachers and Administrators

		No Problem		Small Problem		Some Problem		Considerable Problem		Serious Problem		No Answer	
		Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Consolidation of Schools	T	191	41.5	50	13.8	31	15.3	15	8.8	18	9.3	17	7.8
	P	30	62.5	5	15.6	3	9.4	3	9.1	1	3.1	--	---
Teacher Militancy	T	139	61.6	44	20.1	17	7.6	5	2.3	--	---	13	5.5
	P	20	62.5	8	25.0	3	9.3	1	3.1	--	---	1	3.1
Adequate Inservice Training	T	35	13.4	54	20.9	69	31.3	32	14.7	23	7.8	17	7.8
	P	6	18.8	10	31.3	9	28.3	4	12.5	3	8.3	1	3.1
Lack of Flexibility in Teaching Load	T	51	23.5	44	20.4	56	25.9	27	12.1	7	3.3	25	6.9
	P	6	18.8	10	31.3	13	31.5	4	12.5	--	---	--	---
Apathy and Indifference of Teachers	T	43	25.8	35	25.8	47	20.6	20	9.3	6	2.8	10	4.8
	P	5	25.6	13	37.5	13	27.5	3	8.3	--	---	1	3.1
Teachers Teaching in Areas of Unpreparation	T	45	25.6	54	24.9	71	32.7	27	10.1	19	4.6	11	5.1
	P	13	40.6	13	27.5	4	12.5	3	9.3	--	---	--	---
Inadequate Facilities	T	27	12.4	41	20.3	54	24.9	38	17.5	24	20.3	20	4.6
	P	4	12.5	7	21.9	9	28.1	4	12.5	4	12.5	--	---
School/ Community Relations	T	26	14.4	44	21.3	63	29.4	19	8.8	21	9.7	11	5.1
	P	11	34.4	6	18.8	9	28.1	3	9.4	3	9.4	--	---
Teacher/ Administrator Support	T	17	20.9	17	20.9	33	15.2	25	11.5	15	6.5	16	6.4
	P	13	40.5	12	37.5	7	21.9	--	---	--	---	--	---
Teacher/ Student Support	T	16	25.8	104	47.9	35	17.9	8	3.7	7	6.9	8	3.7
	P	8	18.8	14	50.0	16	3.2	--	---	--	---	--	---
School Finances	T	27	12.4	43	19.8	57	26.3	41	18.9	25	16.1	24	6.5
	P	4	12.5	5	28.1	8	25.0	7	21.9	4	12.5	--	---
Indifferent Parents	T	7	3.2	41	20.3	78	35.9	49	12.4	24	11.6	23	5.5
	P	1	3.1	8	25.0	11	31.4	6	18.8	6	18.8	--	---
Noncighting	T	181	45.5	87	39.9	30	8.2	9	4.1	6	2.8	24	6.5
	P	19	59.4	8	25.0	4	12.5	1	3.1	--	---	--	---
Teacher Turnover	T	27	12.4	44	20.5	53	24.2	34	15.7	21	9.7	23	5.5
	P	8	25.1	13	40.6	7	21.9	2	6.3	1	3.1	--	---
Unruly Students	T	17	7.7	45	20.6	68	31.3	25	8.8	25	6.9	12	5.5
	P	7	21.9	14	50.0	7	21.9	3	6.3	--	---	--	---

Table 18

Comparisons of Teacher and Principal Perceptions of the Seriousness of Issues Involving Teachers and Administrators

Problem	Estimated Mean		Standard Deviation		Sig.
	Teacher	Principal	Teacher	Principal	
Consolidation of Schools	2.1848	1.7407	0.55563E-01	0.11426	.0045
Teacher Militancy	1.3988	1.5185	0.65068E-01	0.13380	N.S.
Inadequate Inservice Training	2.8753	2.4815	0.97341E-01	0.20017	N.S.
Lack of Flexibility in Teaching Load	2.2925	2.2593	0.76252E-01	0.15680	N.S.
Apathy & Indifference of Teachers	2.3195	2.2593	0.89422E-01	0.18388	N.S.
Teachers Teaching in Areas of Nonpreparation	2.5937	1.8519	0.75709E-01	0.15568	.0015
Inadequate Facilities	3.1295	2.8519	0.91326E-01	0.18780	N.S.
School/Community Relations	2.5586	2.2963	0.89786E-01	0.18463	N.S.
Teacher/Administrator Rapport	2.2623	1.8148	0.79760E-01	0.16301	N.S.
Teacher/Student Rapport	1.9656	2.0741	0.63577E-01	0.13074	N.S.
School Finances	3.1614	2.8519	0.85414E-01	0.17564	N.S.
Indifferent Parents	3.1588	3.1481	0.69453E-01	0.14282	N.S.

Table 18 (continued)

Problem	Estimated Mean		Standard Deviation		Sig.
	Teacher	Principal	Teacher	Principal	
Moonlighting	1.8381	1.5556	0.43587E-01	0.89630E-01	N.S.
Teacher Turnover	2.7170	1.9259	0.66679E-01	0.13711	.00005
Unruly Students	2.6164	2.2222	0.56966E-01	0.11714	.0126

Table 19

The Adequacy of Available Inservice Programs in Terms of Frequency and Quality as Perceived by Rural Teachers

	Exceptional		Good		Adequate		Inadequate		None		No Answer	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
School	6	2.7	33	15.2	59	27.1	41	18.8	51	23.5	27	12.4
School District	7	3.2	38	17.5	65	29.9	54	24.8	29	18.3	24	11.0
State Board of Education	11	5.0	29	13.3	34	20.7	39	18.9	44	20.2	49	22.5
University/College	11	5.0	44	20.3	35	16.1	32	14.7	46	21.1	49	22.5
Professional Organization	8	3.6	14	6.4	35	16.1	33	15.2	62	28.5	65	29.9

rated as exceptional with the majority falling in the inadequate or none brackets. In Table 20 the teachers evaluated the inservice programs they participated in. It is interesting to note that between 43 and 71 percent did not participate in any of the programs offered. The majority of responses of those who did attend inservice programs fell into the limited help or not helpful categories. In Table 21 administrators and teachers were asked if inservice training programs were issues in the schools. The majority of responses fell into the some problem to considerable problem with teachers and administrators feeling similarly about the issues. These responses indicate that there are problems in the area of inservice programs.

The teachers were asked to list the types of inservice programs that they would like to have available. The responses fell in the following general areas:

Discipline and classroom management

Workshops in specific areas of teaching

Working with exceptional children

Methods

Reading: How to teach and how to motivate children to read

Curriculum planning and coordination

Public relations

Table 20

Teachers' Evaluations of Inservice Program Experiences During the 1977-1978 School Year

	Very Helpful		Helpful		Limited Help		Not Helpful		None	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
School	7	3.2	46	21.1	30	13.8	24	11.0	110	50.6
School District	6	2.7	54	24.8	39	17.9	24	11.0	94	43.3
State Board of Education	18	8.2	28	12.9	18	8.2	23	10.5	130	59.8
University/College	16	7.3	20	9.2	20	9.2	24	11.0	137	63.1
Professional Organization	11	5.0	16	7.3	12	5.5	24	11.0	154	70.9

Table 21

Comparison of Teacher and Principal Perceptions as to the Adequacy of Inservice Training and Whether It Is a Problem in Their School

Adequate Inservice Training	No Problem		Small Problem		Some Problem		Considerable Problem		Serious Problem		No Answer	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
Teachers	29	13.4	54	24.9	68	31.3	32	14.7	17	7.8	17	7.8
Principals	6	18.8	10	31.3	9	28.1	4	12.5	2	6.3	1	3.1

School laws and teachers' rights

How to write for grants and funding.

SUMMARY

The following statements summarize the relevant findings of this study:

1. Rural teachers tend to come from rural environments. They attended high schools of less than 600 students and obtained their college training in communities of 25,000 people or less.

2. Rural teachers have taught an average of six to ten years of which half or more of that time has been spent in the school that they were currently teaching.

3. The teachers expressed a desire to continue teaching in the school where they are now employed.

4. The average school administrator in the study grew up in a small community of less than 2,500 population or on a farm.

5. A very high number of administrators were working on or had obtained the doctorate degree.

6. The majority of teachers felt that their preservice teacher training programs adequately prepared them to teach in rural areas.

7. The majority of teachers (63 percent) felt that there needed to be changes made in the preservice program particularly in the areas of class offerings and more experiences and student teaching assignments in rural schools.

8. Specific college classes recommended by rural teachers for teacher training programs were:

a. Small town Sociology

b. Adapting Curriculum to Meet Individual, Cultural and Economic Differences

c. Classroom Discipline and Management

d. School Records and Bookkeeping

e. Budgeting and Purchasing Supplies and Equipment

f. Use of Audio Visual Equipment

g. Public Relations

9. The teachers felt that preservice training experience should include earlier and more in-classroom experiences in the schools, field trips to rural schools, student teaching assignments in rural schools and one-year internships.

10. Academic training in college (in the major) seemed to be limited for rural teaching. The teachers indicated a desire to see a broader subject base where the trainee could have more minors.

11. Teachers who were raised in small communities showed less inclination to move to urban areas than did teachers who grew up in urban areas. Of interest was the observation that 89.4 percent of the teachers in the schools studied attended institutions of higher education in communities of less than 100,000 population.

12. Teachers in the schools seemed to be content with their positions. The turnover rate was not considered to

be high. The faculty members expressed a desire to want to remain in their current positions.

13. The most difficult adjustment for the rural teacher was inadequate housing and shopping facilities and the limited availability of cultural and educational opportunities.

14. Teachers perceived the major problems of rural youth to be:

a. Lack of motivation

b. Alcoholism

c. Lack of parental support

d. Lack of educational goals and direction

15. The teachers felt the greatest strengths of the small rural school to be:

a. More individual attention for students

b. Better school discipline

c. Closer teacher-student relationships

d. Reduced crime in community

e. Quality of teachers

f. Increased out door activities

The greatest weaknesses were listed as:

a. Curriculum of the school

b. School-community relationships

16. Teachers felt that the problems of rural youth were significantly more serious than did the administrators. Disagreement was found regarding vandalism, drugs, student

group conflicts, sex related activities and cheating.

17. Teachers and administrators agreed as to the problems that students were having with alcoholism, motivation, parental support, and lack of educational goals and direction.

18. There is a general agreement among principals and teachers that extra curricular athletics are over emphasized in the schools and that non-athletic activities are underemphasized.

19. Although the teachers and principals showed significant differences in perception of the seriousness of school consolidation both groups did not see the issue as being a large problem.

20. Teachers and principals agreed that indifferent parents, school finances, and inadequate facilities were problems in the schools.

21. Inservice programs are not meeting the needs of rural teachers.

22. Teachers indicated that over half of them attended no school inservice program during the year. Forty-three percent attended no school district inservice program. Of interest was the observation that 70 percent attended no professional organization inservice training program.

23. Teachers and principals tended to agree as to the adequacy of the inservice training received. Thirty-eight percent of the teachers and fifty percent of the

principals reported inservice to be of only small problem to their schools. Only 7 percent of the teachers and 6 percent of the principals felt inservice to be a serious problem in their schools.

CONCLUSIONS

1. Principals and teachers in the very small secondary schools tend to have been raised in rural areas. Their desire to remain professionally in the rural community may be as a result of preferring those living experiences similar to those experienced in childhood. People tend to feel more comfortable in a life space that is consistently familiar, easy to operate within and is seemingly friendly. In many instances, students who graduate from remote small high schools feel threatened at the thought of attending large urban colleges or universities. The post secondary training pursued by these individuals is generally a junior college or a four year small college experience near home.

The apparent satisfaction of teachers with their present positions may be due to finding a job in an area that was desired when training began and/or a lack of confidence in moving to an urban area in which successful experiences are lacking.

2. Principals are very academic degree conscious in the schools studied. It is not uncommon for rural principals to travel considerable distances to regional and state meetings and conferences. Principals also often travel with their district superintendents to the State Board of Education Offices or to the state legislatures to lobby for educational services. These frequent meetings, usually held in urban areas, encourage

the rural administrator to adopt the behavioral patterns of their urban counterparts. An advanced degree at the administrative level also tends to give the rural administrator a feeling of more parity in carrying on business with urban or state educational personnel.

3. A majority of the teachers felt that their preservice teacher training was adequate but expressed the need for teacher trainees to have more rural experiences before their first teaching position is taken. It is not possible to determine if the teachers felt this specific training to be good for all student teachers or just those who come from urban backgrounds and who may desire to teach in rural situations.

4. It is apparent that rural teachers are not receiving enough inservice training and that the quality of the training is not generally helpful. Teachers are not attending inservice training programs, which may be due to lack of funds, distances to be traveled, lack of interest or no programs being provided. In any event, many of the teachers expressed satisfaction with the status quo because they felt the inservice issue to be only a small problem in their schools. It may be that the isolated rural teacher needs to relate and communicate more with teachers in urban areas. This type of contact as well as quality workshops could generate more of feeling of inadequacy and a resultant desire to improve one's teaching performance.

5. Teacher training institutions need to work more closely with rural school districts in determining staffing

needs and in providing well trained teachers for the small schools. Prospective teachers should have rural experiences and those teacher candidates from urban backgrounds should have ample opportunity to test their desires to teach in a rural setting.

6. Teachers and administrators even in the smallest schools tend to polarize around certain issues. If their issues become too explosive feelings of dissonance can create poor morale and lessen teaching effectiveness. Consistent and open communication at the small school level among the professional staff should be encouraged.

PERSONAL OBSERVATIONS

Small rural school teachers and principals express much satisfaction with their schools. These educators seem to feel that a good educational program is taking place. That rural schools have many positive features cannot be debated, however, existing studies comparing urban and rural schooling and personal observation would indicate that the two settings (urban and rural) are not providing the same opportunities for youth. Urban schools simply provide more to students in terms of course offerings, facilities and equipment, and better selection of teacher candidates.

Perhaps rural schools will never catch up with the urban schools in these areas, but they can improve tremendously the quality of teaching. Inservice training is essential in this regard. State departments of education, teacher training institutions and other interested and concerned educational entities need to work more closely with rural school districts in supporting and enhancing the role of the teacher. This type of support may require more service time in the schools rather than expecting rural teachers to come to the urban setting to receive assistance.

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APPENDIX

1978
Intermountain States
Rural Small Schools Study
Conducted by Brigham Young University

TEACHER QUESTIONNAIRE

(Complete all questions, feel free to add comments where appropriate.)

1. How many years have you taught school?
   _____1) 1 - 2
   _____2) 3 - 5
   _____3) 6 - 10
   _____4) 11 - 15
   _____5) 16 - 20
   _____6) 21 or more

2. How many years have you taught in this specific school?
   _____1) 1
   _____2) 2
   _____3) 3 - 5
   _____4) 6 - 10
   _____5) 11 or more

3. My age is between:
   (Place a check in the blank beside the age group you fall into)
   _____1) 20 - 30
   _____2) 31 - 40
   _____3) 41 - 50
   _____4) 51 - 60
   _____5) 61 and over

4. Sex
   _____1) Female _____2) Male

5. My marital status is:
   _____1) never married
   _____2) married
   _____3) separated
   _____4) divorced
   _____5) widowed

6. Among the places listed, I spent more of childhood and youth:
   _____1) in the open country, but not on a farm
   _____2) on a farm
   _____3) in a community of less than 2,500 population
   _____4) in a community of 2,500 to 25,000 population
   _____5) in a city of 25,000 to 100,000 population
   _____6) in a large city over 100,000 population

7. My place of residence is in the community in which I work:
   _____1) yes _____2) no

8. I am presently living:
   _____1) in the open country, but not on a farm
   _____2) on a farm
   _____3) in a community of less than 2,500 population
   _____4) in a community of 2,500 to 25,000 population
   _____5) in a city of 25,000 or more population

9. The high school I attended had an enrollment of:
   _____1) 0 - 199
   _____2) 200 - 599
   _____3) 600 - 1,399
   _____4) 1,400 or more

10. I received my college training in the following type of community - please check appropriate type:
   _____1) in a community of 2,500 to 25,000 population
   _____2) in a community of 25,000 to 100,000 population
   _____3) in a city of 100,000 to 500,000 population
   _____4) in a city of over 500,000 population
   _____5) other (please specify) _____

11. The school(s) in which I did my student teaching was the type(s) and size(s) checked below. Please check in the appropriate column:

		Type		
	Size	Jr. High School	Combined Jr./Sr. High School	High School
1)	0-199			
2)	200-599			
3)	600-1,399			
4)	1,400 +			

12. I graduated from _____ (please name) university or college in _____(year).
   My major was _____ and my minor was _____.

   My Masters degree was received from _____.
   My major was _____.

13. Indicate the "out-of-classroom" responsibilities you have had this past year.

Student Related	Faculty Related	Community/School Related
____student Gov. Adv. ____class sponsor/ advisor ____Hall/Lunch Duty ____Other(specify) ____ _____ ____ _____	____Curricu. Committee ____Social Committee ____Policy Committee ____Negotiation Comm. ____Building Representative for Educa. Association ____Other(specify) ____ _____ ____ _____	____PTA Officer/Committee ____Public Relations ____Program Committee ____Other (specify) ____ _____ ____ _____

14. Many agencies and/or groups provide in-service training for teachers; including seminars, workshops, in-school visits and field trips. Indicate in the chart below the adequacy in terms of frequency and quality of the in-service training available by the groups listed.

In-Service Provided by:	Exceptional	Good	Adequate	Inadequate	None
Your School					
School District					
State Board of Education					
University/ College					
Professional Organization					

15. Indicate below any in-service programs you participated in last year and your evaluation of the contribution they made to your teaching effectiveness.

In-Service Provided by:	Very Helpful	Helpful	Limited Help	Not Helpful
Your School				
School District				
State Board of Education				
University/ College				
Professional Organization				

16. List the types of in-service training you would like. PLEASE BE SPECIFIC.

_____

_____

_____

_____

_____

17. My future educational desires are:

_____1) continue teaching in this school
_____2) continue teaching in a rural school, but in a different area
_____3) continue teaching, but in an urban area
_____4) become a principal or a superintendent in a rural district
_____5) become a principal or superintendent in an urban area
_____6) teach at a college or university

18. If you had an opportunity to receive a teaching position in an urban situation, would you take it?

_____1) yes - Reason: _____

_____2) no - Reason: _____

19. Teachers have indicated that a number of adjustments may be required with an individual teacher in a small rural school. Identify in the form below the degree of adjustment required for you in your present setting.

	No Adjust.	Little Adjust.	Some Adjust.	Considerable Adjustment	Major Adjust.
Adjust. to school policies					
Problems of classroom discipline					
Social acceptance					
Acceptance into community affairs					
Establishing good teacher-student relations					
Adjustment to the cost of living					
Inadequate shopping facilities					
Inadequate housing facilities					
Limited cultural & educational opportunities					
Other (specify) _____					

20. Nationally a number of concerns which influence young people have been identified. Indicate in the chart below the concerns which you see present in your school and the seriousness of the concern. Check the appropriate box for each concern.

	no problem	small problem	some problem	consider. problem	serious problem
vandalism					
drugs					
alcoholism					
lack of motivation					
lack of parental suppt.					
lack of educational goals & direction					
in-group/out-group conflicts (gangs, cliques, religions. occupations/social groups)					
sex related problems					
cheating					
other					

21. How do you feel the education that the rural students in your school receive compares with the education received by urban students?
_____1) poorer education than urban students receive
_____2) equal to education received by urban students
_____3) have a better education than urban students
_____4) other (specify) _____
_____5) I don't know

22. How well did your preservice teacher training prepare you for your rural teaching assignment?
_____1) extremely good (excellent)
_____2) good
_____3) fair
_____4) poor
_____5) inadequate

23. I am certified to teach in the following subject:

_____
_____
_____

26. On the following chart please fill in the information requested. Please list your class schedule and check the appropriate boxes indicating the grade level of the students in the class.

Class Schedule	Grade Level					
	7	8	9	10	11	12

27. What changes would you make or courses would you add to the preservice teacher training program to prepare teachers for rural schools? (Please specify)

1. _____
2. _____
3. _____
4. _____

28. Do you feel that athletic extracurricular activities are:
_____1) over emphasized in our school
_____2) receive average emphasis with other activities
_____3) under emphasized in our school

29. Do you feel that non-athletic extracurricular (band, drama, debate, etc.) activities are:
_____1) over emphasized in our school
_____2) receive average emphasis with other activities
_____3) under emphasized in our school

30. Identify the one extracurricular activity in your school that you consider to be consistently most outstanding: _____

Indicate reason: _____
_____
_____

31. Identify the academic area you feel is the strongest in your scho[illegible]
_____

Indicate reason: _____
_____
_____

32. Identify the academic area in which you feel your graduates are the least well prepared: _____

Indicate reason: _____
_____
_____

33. Indicate the greatest strengths and weaknesses you perceive in the small rural school. Place a check in the appropriate box for each item below.

	Outstanding Strength	Considerable Strength	Some Strength	Some Weakness	Considerable Weakness
1) The curriculum of the school					
2) Extracurricular program					
3) More individual attention for students					
4) Better school discipline					
5) Conservative nature of school					
6) School-community relationships					
7) Closer relationships between teacher/student					
8) Reduced crime in community					
9) Quality of teachers					
10) More relaxed atmosphere in community					
11) Outdoor activities					
12) Facilities					
13) Other (Specify)					

34. Over the years a number of issues involving teachers and administrators have arisen. Identify in this form whether or not the issues listed are a problem in your school. Check the appropriate box for each issue.

	No Problem	Small Problem	Some Problem	Consider. Problem	Serious Problem
1) Consolidation of Schools					
2) Teacher militancy					
3) Adequate inservice training					
4) Apathy & indifference of teachers					
5) Lack of flexibility in teaching loads (preparation)					
6) Teachers teaching in areas of non-preparation					
7) Inadequate facilities					
8) School/community relations					
9) Teacher/Adminis. rapport					
10) Teacher/Student rapport					
11) School finances					
12) Indifferent parents					
13) Moonlighting (holding other jobs in addition to teach)					
14) Teacher turnover					
15) Unruly students					
16) Other (specify)					

PRINCIPAL QUESTIONNAIRE

1978
Intermountain States
Rural Small School Study
Conducted by Brigham Young University

PRINCIPAL QUESTIONNAIRE

(Please send a school class schedule to us with your completed questionnaire and any brochures or handouts explaining exemplary programs that you may have in your school.)

Complete all questions. Feel free to add comments when appropriate.

1. How many years have you been involved in teaching and school administration combined?
   _____1) 3 - 5 years
   _____2) 6 - 10 years
   _____3) 11 - 15 years
   _____4) 16 - 20 years
   _____5) 21 or more years

2. How many years have you taught and/or been a school administrator in your current school or district?

Taught in District	Administrator in District
_____1) 1 - 2 years	_____1) 1 - 2 years
_____2) 3 - 5 years	_____2) 3 - 5 years
_____3) 6 - 10 years	_____3) 6 - 10 years
_____4) 11 - 15 years	_____4) 11 - 15 years
_____5) 16 - 20 years	_____5) 16 - 20 years
_____6) 21 or more years	_____6) 21 or more years

3. My age is between:
   _____1) 20 - 30 years
   _____2) 31 - 40 years
   _____3) 41 - 50 years
   _____4) 51 - 60 years
   _____5) 61 and over

4. Sex: _____1) Female _____2) Male

5. Marital Status:
   _____1) never married
   _____2) married
   _____3) separated
   _____4) divorced
   _____5) widowed

6. My place of residence is in the community in which I work.
   _____1) Yes _____2) No

7. Among the places listed, I spent more of my childhood and youth:
   _____1) in the open country, but not on a farm
   _____2) on a farm
   _____3) in a community of less than 2,500 population
   _____4) in a community of 2,500 to 25,000 population
   _____5) in a city of 25,000 to 100,000 population
   _____6) in a large city of over 100,000 population

8. I received my college training in the following type of community. Please check the appropriate type.
   _____1) in a community of 2,500 to 25,000 population
   _____2) in a community of 25,000 to 100,000 population
   _____3) in a city of 100,000 to 500,000 populatio.
   _____4) in a city of over 500,000 population
   _____5) other (please specify)

9. I graduated from _____ with a bachelors
   (please name University or College)
   degree in the year _____. My major was _____.

   My Masters degree was received from _____.
   My major was _____.

   I am working toward a doctorate degree _____1) yes _____2) no.
   If yes, my major is _____.

   If you have earned the doctorate degree, indicate the name of the school _____.
   Year the degree was received _____.
   The major area of study was _____.

10. My future educational desires are:
    _____1) remain where I am as principal
    _____2) receive a school superintendency in rural area
    _____3) take an administrative position in a suburban or urban area
    _____4) seek or take employment in another occupation
    (specify if known _____)
    _____5) other (specify) _____

11. My average work week includes the following number of hours:
    _____1) hours, in school responsibilities
    _____2) hours, in after school related responsibilities
    _____3) hours, in social and civic responsibilities
    _____4) other (specify) _____ _____

12. My work week also includes:
    some teaching of classes _____1) yes _____2) no
    some coaching responsibility _____1) yes _____2) no

STUDENT INFORMATION

13. How many seniors graduated from your high school in the 1976-77 school term? _____

14. How many of the graduating seniors went on for advanced education and/or training in the following categories?

_____1) junior college
_____2) university or college
_____3) technical school
_____4) secretarial or business college
_____5) armed forces
_____6) housewife
_____7) employment in area
_____8) employment outside of area
_____9) unemployed and none of above
_____10) other (specify) _____
_____11) unknown

15. What percent (or about if known) of the seniors in the 1976-77 class dropped out of school before graduation or did not complete graduation requirements? _____

16. Indicate the number of distinctions, awards of scholarships received by graduating seniors and the numbers of students who received them.

# of Students	Awards	
_____	_____	college or university scholarship (academic)
_____	_____	athletic scholarship
_____	_____	music, drama or other scholarships
_____	_____	community award for excellence (including money grants by clubs, too.)
_____	_____	vocational school or apprenticeship awards
_____	_____	acceptance military school
_____	_____	other (specify) _____

17. Indicate the number of students who received any of the following:

_____1) National merit exam finalist
_____2) Sterling scholar regional winner
_____3) Sterling scholar State winner or runnerup
_____4) average score of 21-25 on the ACT
_____5) average score of 26 or better on the ACT
_____6) other, specify _____

18. What percentage of the students in your school are involved regularly in extra curricular activities sponsored by the school? Place a check in front of the appropriate percentage total.

_____1) 0% - 25%
_____2) 26% - 50%
_____3) 51% - 75%
_____4) 76% and above

19. Please check the extracurricular activities regularly carried on in your school. Indicate whether boys or girls or both are involved in each activity.

Clubs and Electives

Boys	Girls	Activity	Boys	Girls	Activity
____	____	4H	____	____	Football
____	____	F.H.A.	____	____	Basketball
____	____	V.I.C.A.	____	____	Volleyball
____	____	DECA	____	____	Softball
____	____	Pep Team	____	____	Cross Country
____	____	Dance Club	____	____	Wrestling
____	____	School Paper	____	____	Track & Field
____	____	Cheerleaders/ Songleaders	____	____	Field Hockey
			____	____	Golf
		Band	____	____	Tennis
____	____	Drama	____	____	Swimming
____	____	Year Book	____	____	Gymnastics
____	____	Letterman's Club	____	____	Soccer
____	____	F.F.A.	____	____	Other(specify)
____	____	Speech/Debate			
____	____	Other(specify)			

20. Do you feel that athletic extracurricular activities are:
_____1) over emphasized in our school
_____2) receive average emphasis with other activities
_____3) underemphasized in our school

21. Do you feel that non-athletic extracurricular (band, drama, debate, etc.) activities are:
_____1) over emphasized in our school
_____2) receive average emphasis with activities
_____3) under emphasized in our school

22. Identify the one extracurricular activity in your school that you consider to be consistently most outstanding: _____

Indicate reason: _____
_____
_____

23. Identify the academic area you feel is the strongest in your school.
_____

Indicate reason: _____
_____
_____

24. Identify the academic area in which you feel your graduates are the least well prepared: _____

Indicate reason: _____
_____
_____

25. Nationally a number of concerns which influence young people have been identified. Indicate in the chart below the concerns which you see present in your school and the seriousness of the concern. Check the appropriate box for each concern.

	no problem	small problem	some problem	consider. problem	serious problem
vandalism					
drugs					
alcoholism					
lack of motivation					
lack of parental supp.					
lack of educational goals & direction					
in group/out group conflicts (gangs, cliques, religions, occupations/social groups)					
sex related problems					
cheating					
other					

26. Over the years a number of issues involving teachers and administrators have arisen. Identify in this form whether or not the issues listed are a problem in your school. Check the appropriate box for each issue.

Category	No Problem	Small Problem	Some Problem	Consider. Problem	Serious Problem
Consolidation of Schools					
Teacher militancy					
Adequate inservice training					
Apathy & indifference of teachers					
Lack of flexibility in teach[illegible] loads (preparation)					
Teachers teaching in areas of non-preparation					
Inadequate facilities					
School/Community relations					
Teacher/Administrator rapport					
Teacher/Student rapport					
School finances					
Indifferent parents					
Moonlighting (holding other jobs in addition to teaching)					
Teacher turnover					
Unruly students					
Other (specify)					

27. Indicate the greatest strengths and weaknesses you perceive in the small rural school. Place a check in the appropriate box for each item below.

Category	Outstanding Strength	Considerable Strength	Some Strength	Little Strength	No Strength
The curriculum of the school					
Extracurricular program					
More individual attention for students					
Better school discipline					
Conservative nature of school					
School/community relationships					
Closer relationships between teacher/student					
Reduced crime in community					
Quality of teachers					
More relaxed atmosphere in community					
Outdoor activities					
Other (specify)					